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ABSTRACT

This curriculum guide presents a sequential program for Grades 6, 7, and 8 in vocational homemaking education in the Fort Worth, Texas, public schools. Concepts, behavioral objectives, generalization, and learning experiences are shown for nutrition and meal management, consumer education, home management and housing, family living, child development, and clothing and grooming. The document includes a list of instructional and teaching aids. (MF)

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VOCATIONAL

CONSUMER EDUCATION

HOMEMAKING

Grades 6-8

Curriculum Bulletin No. 181
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Foreword

Education for the responsibilities of homemaking is an integral component of the total instructional program in the Fort Worth Public Schools. Home economics has maintained the basic overall objectives of preparing individuals for the role of homemaking. However, societal changes created a need to broaden and redirect the program. Therefore, increased emphasis has been placed on:

relationships within the family with a new awareness of the family as a changing unit,

the disadvantaged individual and family and means for meeting their needs,

preparation for the multiple roles to be performed in the immediate future by today's youth,

the role of the consumer in today's economy,

decision-making, management, personal values, and immediate and long-range goals, and

home economics-related occupations.

This guide will serve as a valuable instrument for preparing students for the present and the future.

Julius Truelson
Superintendent

August, 1972

Production Record

Vocational Homemaking education is a sequential program offered in grades six through twelve. Through the support of the Board of Education and the administrative staff of the Fort Worth Independent School District, the division of Vocational-Industrial Education has been able to redirect continuously the homemaking program to meet societal changes and to prepare youth for the multiple roles they will assume as homemakers, parents, family members, and wage-earners. This curriculum guide is an outgrowth of the support of both the Board of Education and the administrative staff. Appreciation is extended to Mr. Robert M. McAbee, Associate Assistant Superintendent for Vocational-Industrial Education, to Mrs. Bettie Herring, Consultant for Homemaking Education in the Vocational-Industrial Education Program, and to the teachers listed below for the writing of this guide.

Mrs. Doris West, Chairman
Mrs. Hazel Jones
Mrs. Judy Koenig
Mrs. Millie Montgomery

The learning experiences in the guide are subject to continued evaluation by all teachers. Recommendations for future revision will be presented to the Associate Assistant Superintendent and the Consultant for Vocational-Industrial Education.

This bulletin was planned, edited, and published in the Department of Curriculum.

Nancy O. Vick

Mrs. Nancy O. Vick
Director of Curriculum

August, 1972

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PHASE I

Phase I

Concepts	Behavioral Objective	Generalization	Learning Experiences
Self-understanding	The student will understand factors which make each individual unique and will demonstrate an appreciation for self and others through student interaction as observed by teacher.	Self-understanding promotes a sense of security and acceptance of others.	Refer to Chapter 1 in *Steps in Home Living*. Ask the students, "Have you ever thought about who you are?" Assist students in compiling a list of personality traits which contribute to making an individual have a unique personality. Classify these traits as desirable and undesirable. Ask students to compile a list of the traits which they like about themselves, a second list of the traits they dislike about themselves, and a third list of "New Year's Resolutions for Self-Improvement." Discuss these resolutions to emphasize the importance of self-understanding as a means of self-improvement.
	The student will name the three major factors which influence personality development and will be able to name and give a simple explanation of the role of each. The student will also name the four basic needs of an individual and identify their relationship to personality development.	A person is influenced by many factors.	Refer to Chapter 1 in *Steps in Home Living*. Discuss the reason people have different physical appearances with a simple explanation of heredity. Compare the individual differences of class members. Emphasize differences in talents; relate these to heredity and environment. Discuss further the role of environment in personality and character development. Use illustrations to develop understanding and appreciation for such influences on individuals as: neighborhoods, family and friends, and associates. Read or tell stories to

Concepts	Behavioral Objective	Generalization	Learning Experiences
			the class which show how these factors influenced the main character; ask students to decide how traits of other characters in the story may have influenced the main character. Refer to Chapter 2 in *Exploring Home and Family Living*. Introduce the basic needs of an individual: love and affection, need to belong, need to feel secure, and need to achieve. Relate these factors to the major influences on personality.
	The student will be able to identify five experiences which may help him become more personable.	People become more acceptable with self-discipline.	Ask students the question, "Can people actually change or improve personality?" Discuss "self-discipline" and relate to changes which an individual can make when this principle is followed. Following the discussion, ask students to identify personal changes they might make. Compare the "New Year's Resolutions" made previously to these proposed changes. Consider reasons for these changes.
Physical and emotional change	The student will be able to identify and relate major physical and emotional changes which occur during the adolescent years through the use of a teacher-made evaluation instrument.	Many physical and emotional changes occur during adolescence.	Present cartoons or transparencies to introduce a discussion on physical changes which occur when individuals reach the age of adolescence. Ask more advanced students to read Chapter 2 in *Teen Horizons* and Chapter 1 in *Steps in Home Living* and to make a list of some ways students feel they have changed. Discuss these changes and identify others which students may expect to occur.

Concepts	Behavioral Objective	Generalizations	Learning Experiences
			Discuss emotional changes which occur at this age. Relate emotional changes to physical changes. Ask students to make a list of strong personal feelings concerning actions of others; ask each student to read his list. As a class, examine each list as it is read and discuss such topics as: 1)Why was the student annoyed? 2)Was the feeling justified? 3)How can these annoying traits of others assist in self-understanding?
	Students will demonstrate the ability to relate to classmates, teachers, and administrators as observed by the teacher.	Ability to get along with schoolmates and teachers is a valuable asset.	Refer to Chapter 2 in *Lessons in Living*. Discuss the adolescents in this reference. Emphasize the importance of understanding and respect for others. Study school handbooks to determine the reason for school policies. Determine the role of each school administrator. Discuss different organizations in the school to help students gain a better understanding of those they feel are important. Refer to pages 27-30, *Steps in Home Living*, concerning case study. Discuss the feeling of a new student toward a school; determine some means of making a new student feel welcome in the classroom, the cafeteria, and other places. Organize small groups to role play situations involving a new student who is included as a group member.

Concepts	Behavioral Objective	Generalization	Learning Experiences
			Initiate a discussion of the ways individual students can contribute to making a more wholesome school atmosphere by displaying transparencies of student-created cartoons of such factors as picking up trash, putting trash in a waste can, cutting in line, running in the halls or cafeteria, pushing others, and throwing food. Discuss the importance of developing traits of good citizenship as an adolescent; relate these traits to an individual's career.
Family	Students will assume a share of responsibilities of the home as reported in an individual experience.	Each family member has certain responsibilities.	Read a short story concerning family responsibility and family relations. Ask volunteers to role play characters represented in the story. Discuss the methods which the characters used to meet family problems; encourage students to use these methods for developing a better relationship within their family. Ask students to play detective to discover likes and dislikes of other family members as related to responsibilities in the home. Follow up by asking the class to categorize results. Emphasize sharing, openly communicating with family members, and assuming extra responsibilities, among others. Present a discussion on the value of knowing the feelings of others and of understanding how information of this type can contribute to getting along with others.

Concepts	Behavioral Objective	Generalization	Learning Experiences
			Read orally a case study or short story concerning an adolescent accepting or not accepting responsibility. Guide students in a discussion of the relationships between privilege and responsibility, giving examples of adolescents who assume more responsibility usually being allowed more privileges by parents. Play a team game whereby one team names a family duty. Ask a student from the opposing team to attempt to name the person or persons within the family who might be capable of such a responsibility. Emphasize the changing roles of family members; ask students to identify the different wage-earners in families today; relate this factor to the changing roles in the home. Relate the importance of sharing in the home to sharing on the job throughout adulthood.
Grooming and personal appearance	Students will demonstrate an appreciation for acceptable appearance through appropriate dress as observed by the teacher and will be able to name four factors which affect choice of clothing.	The values of an individual are reflected through personal appearance.	Refer to *Teen Horizons at Home and at School* by Lewis and others and *Exploring Home and Family Living* by Fleck and others. Ask students to write a brief description of an individual they feel is attractive and read this report to the class. Identify from class discussion the qualities which contribute to an attractive appearance. Ask volunteers to present a mock style show or skit, or display illustrations or transparencies of individuals in different

Concepts	Behavioral Objectives	Generalizations	Learning Experiences
			types of clothing such as tailored versus extremely feminine; too snug versus too large; attractive color combination versus one which is totally uncoordinated; and clean and neat versus unkempt appearance. Have students record their first impressions of each. Permit class members to discuss their impressions and to determine the role of first impressions. Ask the class to decide whether first impressions are lasting.
		Good grooming is essential for social acceptance and is influenced by peers.	Refer to *Lessons in Living* by Davis and Peeler and *Exploring Home and Family Living* by Fleck and others. Ask students to role play, illustrate with cartoons, or view transparencies showing a variety of situations involving poorly groomed individuals. Include chewing gum, biting nails, wearing hair rollers, applying too much make-up, having chipped nail polish, wearing undesirable undergarments, and omitting proper undergarments. Summarize the points brought out during the presentation. Follow with a presentation using examples of improved appearance of the individuals. (Teacher may take photographs of students to use for illustrations.) Through class discussion, summarize the factors such as age, physical build, personality, life style, and locality which affect choice of style of clothing, hair, nails, etc. Present the filmstrip *The Ugly Duckling* and discuss

Concepts	Behavioral Objective	Generalization	Learning Experiences
			the relationship to grooming. As a class project allow students to assemble an acceptable wardrobe for an adolescent based on a practical inventory.
	Students will develop and practice habits of personal hygiene which contribute to good grooming as observed by teacher. Students will be able to list steps in care of teeth. Students will improve diet patterns as observed by the teacher and from reports on individual experience.	Good health is a personal responsibility which contributes to personal appearance and grooming.	Use references *Teen Horizons*, *Exploring Home and Family Living*, and *Steps in Home Living*. Develop a chart of daily habits which contribute to good health and a chart of basic principles of cleanliness. Invite a dentist or a dental hygienist to speak to the class on the care of teeth. Invite the school nurse to discuss causes of blemishes, means of prevention, and the proper care of skin. Ask students to compile a list of foods which may cause skin problems and a second list of foods which contribute to healthy skin. If the class is composed entirely of girls, show a simple filmstrip on menstruation; ask the school nurse to assist in explaining the film.
	Students will demonstrate skill in effective exercise as measured on a teacher-prepared score card, and will practice these skills as observed by the teacher.	Good posture affects personal appearance and health.	Ask students to form small groups to prepare skits on good posture after reference materials are reviewed. Present a teacher-prepared demonstration on exercises which will improve and develop good posture, or invite a physical education teacher or a college student majoring in physical education to present a demonstration. Involve the students in an example

Concepts	Behavioral Objective	Generalization	Learning Experiences
			of each exercise and ask students to identify the relationship between health and posture. Ask volunteers to present a shadow parade to demonstrate correct body positions for sitting, standing, and walking. Use a shadow screen and direct two bright lights behind the screen at the individual being evaluated. Ask students to identify individuals demonstrating good posture and to suggest ways to develop good posture for those demonstrating poor posture. (Refer to exercise demonstration.) Ask the class members to practice correct techniques. Emphasize these techniques for several days and devote a short period of time each day to practice. Ask volunteers to develop a skit involving these various types of walkers: the waddler, the mincer, the bouncer, the heel walker, the rocking chair, the racer, the jumping jack, and others. Determine means of overcoming these habits.
	Students will be able to identify grooming aids and to demonstrate skill in the use of these.	Grooming aids contribute to improved personal appearance.	Assemble a grab bag of grooming supplies for the eleven- and twelve-year-old boy or girl. Ask students to draw one item from the bag, identify their product, tell how it is used, how often it should be used, and how it relates to good grooming. Show filmstrips which demonstrate such grooming techniques as shampooing hair, washing face, brushing hair, and bathing. Provide a teacher

Concepts	Behavioral Objective	Generalization	Learning Experiences
			demonstration on proper manicuring techniques. Let students practice on each other (omitting nail polish). Avoid the use of expensive grooming aids.
	Students will assume responsibility for personal clothing as reported in individual experience.	Daily care of clothing enhances the appearance and aids in good consumer practices.	Refer to *Exploring Home and Family Living*. Conduct a discussion on the amount of responsibility teenagers should assume in care of personal belongings and clothes such as placing on hangers, brushing, airing, removing contents from pockets, removing decorative items, and making minor repairs. Demonstrate to the class procedures for sorting clothes before laundering or cleaning. Demonstrate the basic use of the washer and dryer. (Use simple illustrations as avoiding the mixing of colored clothes with white clothes and mixing items which have lint with dark clothes.) Emphasize also the principles of safety in the use of these appliances.
	Students can apply a snap, a hook and eye, and sew on a button following a teacher demonstration and individual instruction.	Minor repair of clothing contributes to good grooming and saves money.	Teacher demonstration illustrates the techniques of making minor repairs to clothing. Include hems, rips, hooks and eyes, snaps, anchoring facings, and sewing on buttons. Display illustrations from *McCall's*. Allow students to practice on fabric samples. More advanced students may use personal garments for practice.

Concepts	Behavioral Objective	Generalization	Learning Experiences
Introductions	Students will identify proper introductions on a teacher-made evaluation instrument.	Good manners help people meet and make new friends.	Refer to pages 48, 49, and 50 in *Steps in Home Living*. Introduce a discussion by explaining to the class the value of recognizing other people. Let the class read one example at a time in the above named book of the proper manner to use for introducing two girls, a boy and a girl, a parent to a friend, and others. Practice introducing people through role play. Invite adults to the class for further practice. Emphasize some techniques individuals may use to remember names and to start a conversation.
Telephone manners	Students will identify acceptable telephone manners from a list of sentences related to telephone conversation.	Pleasant manners on the telephone are valuable in getting along with others.	Refer to pages 51-55 in *Steps in Home Living*. Identify acceptable telephone manners. Invite a representative from the telephone company to make a presentation on voice control using the telephone. Practice speaking in this manner.
Courtesy	Students will demonstrate polite respect for others as observed by the teacher.		Refer to pages 56 and 57 in *Steps in Home Living*. Review general good manners. Identify a courteous individual; emphasize that good manners are based upon respect and consideration for others.

Concept	Behavioral Objective	Generalization	Learning Experiences
Table Etiquette	Students will list ten basic principles of good table manners. Students will practice principles of good manners as observed by the teacher.	Table manners are based upon consideration of others.	Refer to Chapter 3 of *Steps in Home Living*. Ask students to think of reasons for learning and practicing good manners. Explain the meaning of the term "acceptable" as related to etiquette and manners. Review student understanding of table manners. Discuss acceptable manners. Allow students to role play. Present transparencies HE 1-U838, "People Form Opinions of Us by the Way We Eat" and HE 1-W840, "How Is Your Table Posture?" Show a filmstrip on table manners and relate information to an individual's acceptance by others. Relate grooming and personal appearance to table manners. Ask students to assemble illustrations on table manners to use for a bulletin board or for posters.
Conversation	Students will participate in pleasant conversation while eating as observed by teacher.	Pleasant conversation is important to health and family relationships.	Show a cartoon of a family eating a meal with one member of the group displaying a disagreeable emotional situation. Use transparency HE 1-V839, "Good Table Talk." Discuss the effect a situation of this type may have on the disposition and health of other family members. Identify topics of conversation which families find undesirable during mealtime.

Concepts	Behavioral Objective	Generalization	Learning Experiences
Table Setting	Students will demonstrate the ability to arrange a simple table setting.	Guides for table setting are based on common sense.	Present a teacher-prepared word search paper on table appointments, their use, and placement; ask students to add missing key words based on their findings from readings. Demonstrate a simple place setting. Use the place setting to illustrate posture, use of the napkin, individual silver and serving silver, eating soup and finger foods, buttering and eating bread, position of silver during meal and following meal. Allow students to make templates of table appointments and practice setting a place for a simple family meal.
Nutrition	Students will list four major factors which affect food needs.	Food needs vary among people.	Ask students to collect pictures of people of various ages participating in a variety of activities; discuss the different needs of the individuals in age, sex, types of physical activity, location, and body structure.
		Food habits vary with values placed on food by family members and different cultures.	Prepare a description of three families with differences in numbers, ages, sexes, and cultural background. Determine how these differences will affect the food purchases of the different families.
	Students will list the four food groups, identify the major role of each, and improve eating habits as observed by the teacher.	Food affects appearance and personality.	Introduce the four food groups with the Seven Dwarf posters (teacher made); discuss body needs for food in simple terminology as energy, growth, others. Refer to Chapter 4 in *Lessons in Living*. Show the filmstrip "How's Your Sense of Taste?" from Heinz Company, Pittsburg, Pennsylvania.

Concept	Behavioral Objective	Generalization	Learning Experiences
			Conduct a class discussion on foods commonly eaten at each meal. Using simple foods, write three menus which are usual for the class and three that are unusual; review each menu to determine if it is a balanced meal. Allow students to play a game using the four food groups. Ask small groups to make posters on the four food groups. Evaluate posters; recognize the winning group. Ask students to list the foods they enjoy as snacks; place each into one of the four food groups. List foods which are nutritious snacks. Review information given by the dental hygienist and school nurse as related to snacks the students eat which do not fit into one of the groups. (Students on this level will keep a record of food intake only if they choose to do so.) Discuss the importance of regular meals; determine why foods are usually associated with a particular meal.
		Good food is not always expensive.	Compare the prices of fresh fruit, milk, and fruit juices to empty calorie snacks. Ask students to determine the difference in what the two types of food can do for an individual. Ask students to identify foods often referred to as desserts which are nutritious: peanut butter cookies, custards, fruit pies, etc. Relate these to a food group.

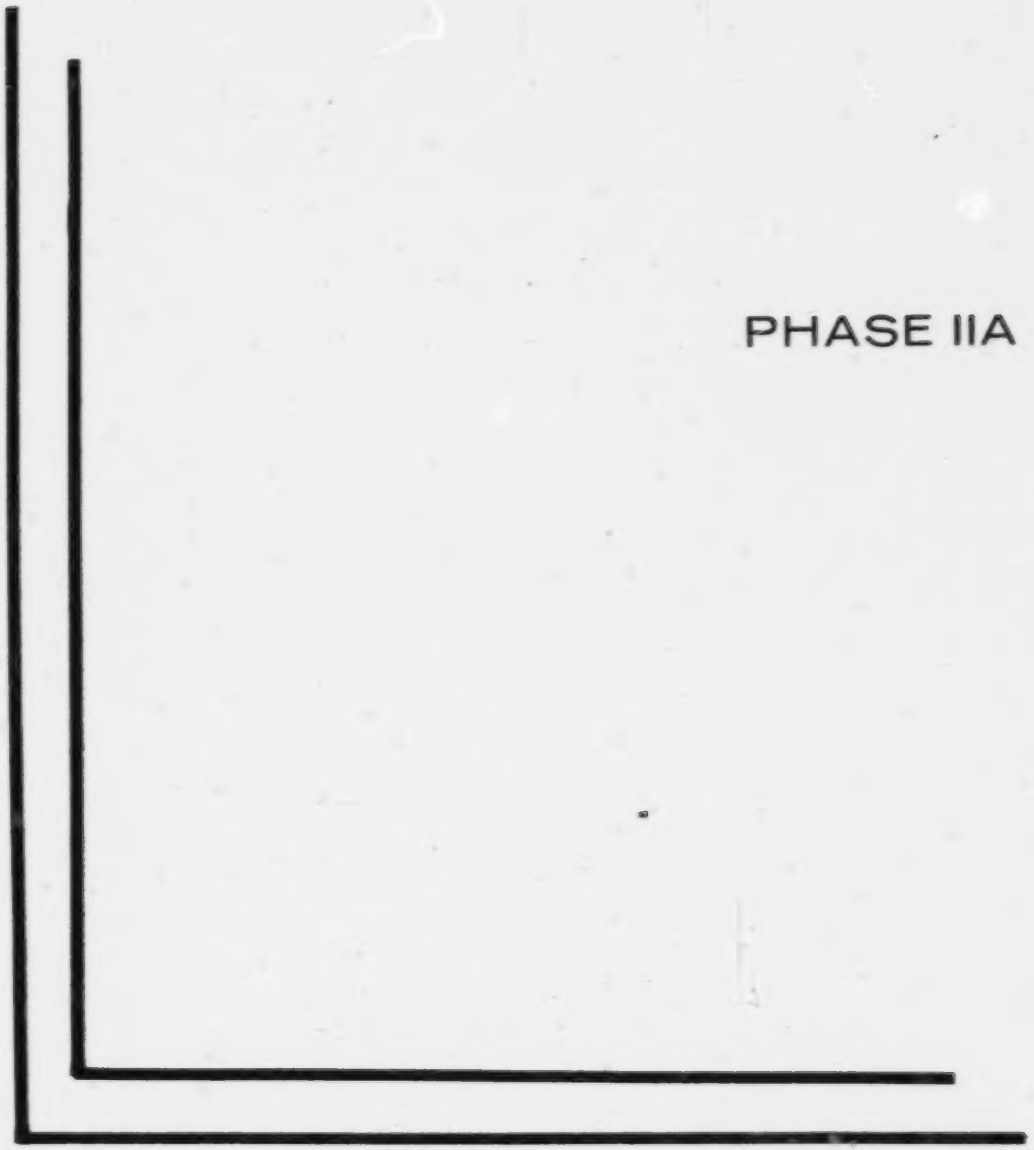
Concept	Behavioral Objective	Generalization	Learning Experiences
Food Preparation	Students will demonstrate the simple steps in meal management as observed by teacher.	Cleanliness promotes good health.	Present a lecture-demonstration on the simple habits of cleanliness and orderliness which contribute to ease of working in the kitchen and, at the same time, promote good health.
		Equipment usually helps people do a better job.	Demonstrate the use of the electric skillet versus a regular skillet to prepare a grilled sandwich. Emphasize the importance of selecting appropriate equipment. Have the students note that the most expensive equipment does not always do the best job. Give a simple explanation of the principles of preparation. Prepare enough for each student to have a sample. Demonstrate the use of low temperature cookery by heating chocolate milk, include liquid measuring and planning the number of servings. Determine other very simple snacks which teachers may demonstrate and students may prepare in small groups.
		Planning aids in getting a job done.	Assist students in planning a laboratory experience on snack foods. Discuss the allotment of time and the sharing of responsibilities. Evaluate results of the experience. An additional laboratory on simple food may be provided.

Concept	Behavioral Objective	Generalization	Learning Experiences
Home Management	Students will report good management processes in individual experience records, and will demonstrate skill in the laboratory as observed by the teacher.	Home has a special meaning for most people.	Discuss different meanings of home and the importance of learning to share work. Identify the simple steps of management as stated in Chapter 5 of *Steps in Home Living*. Discuss demonstration on care of different areas in the home. Following each demonstration provide laboratory experiences for students.
		Neatness contributes to happiness.	Show illustrations of neat and orderly storage areas. Make a simple, inexpensive storage device which contributes to the esthetics of the students' surroundings.
Consumer	Students will identify techniques used in advertising which encourage consumers to purchase a product.	Advertising influences buying habits.	Ask the students to bring advertisements from newspapers and magazines. Review these advertisements to determine features which may influence the consumer in making a decision to purchase the products featured. Assemble advertisements which are intended for the adolescent consumer. Have the students compare the difference between advertisements intended for the adult and those intended for the adolescent. Ask students to report on a television commercial which may influence the buying habits of an individual. Ask student groups to write a television commercial advertising a new product; determine through class discussion following each presentation the gimmicks used to influence the consumer. Relate the influence of television to snack foods, make-up, and other items. Emphasize the importante of making consumer decisions

Concept	Behavioral Objective	Generalization	Learning Experiences
			based on needs and resources. Determine means for saving money when adolescents provide services for themselves. Ask the students, "Why do you spend your money as you do?" and "What influences your decisions?" Plan a simple decision-making game using ten items of a similar nature which may be purchased by an adolescent; ask the students to choose four of the products and to give the reasons for their choices.

Phase I Child Development

Concept	Behavioral Objective	Generalization	Learning Experiences
Young Children	Students will identify the basic differences in children and will list the responsibilities of a baby-sitter.	Baby-sitting is a responsible task.	Refer to Chapter 7 in *Lessons in Living*. Discuss the techniques for handling an infant; relate these to safety and well being. Discuss the basic differences in infants and preschool children at different age levels. Display simple articles which can be made in the home for the small child to enjoy and discuss the use of each. Compare the cost of these different items with those of similar use when purchased. Plan simple fun activities for the preschool child for which an adolescent can assume responsitility. Summarize the basic role of a baby-sitter.


PHASE IIA

Phase IIA Nutrition and Meal Management

Concept	Behavioral Objective	Generalization	Learning Experiences
Nutrition	Students will name the four food groups and list the major functions of each. Given a series of menus, students will identify those which provide for a balanced diet.	A well-balanced diet is more likely to be selected when one understands the contributions of each food group.	Refer to Chapter 5 in *Lessons in Living*. Display "A Guide to Good Eating," Dairy Council Chart Number 15. Introduce the four food groups with wall charts or individual copies. Explain the origin of the chart and its use in the proper selection of food. Have students read the basic information in *Young Living* on the four food groups and the nutrients. Discuss the role of each group of foods and identify the nutrients found in each. Assign student groups the task of preparing displays on nutrition and health. Ask teachers from other departments to evaluate displays; then, recognize the winning display. Assign students the task of keeping a record of food intake for a two-day period. Stress the importance of listing between-meal snacks on the record. Have the students classify their food intake to determine if the diets of students met the daily requirements. Lead students to a summarization of the rewards of a good diet. Students should understand these terms: nutritious, diet, nutrient, nutrition, enriched, body processes, fortified, balanced diet, protein, vitamins, and minerals.

Concept	Behavioral Objective	Generalization	Learning Experiences
			Discuss pages 58-104 in *Young Living*. Emphasize the importance of regular meals, weight control, types of diets, low-calorie diets, food fads, and snacks. Assign small groups the task of planning menus for a day. Have the class evaluate the plan of each group.
Management	Given a laboratory assignment, students will demonstrate the ability to organize work procedures as indicated on a plan and as observed by teacher.	Application of techniques of good management will contribute to efficiency.	Refer to pages 109-119 in *Young Living*. Discuss good management practices in preparation of food which contribute to efficiency, such as: eliminating unnecessary steps, stooping, bending, and reaching; selecting all materials before beginning work; selecting and using available equipment most suitable for the purpose; routing work from different preparation centers; dividing responsibilities among class members or family members; using both hands to perform tasks; and combining jobs which logically can be done together. Emphasize the value of good management practices in the foods laboratory that save time and energy, provide for efficient use and care of equipment, develop safe and clean work habits, provide opportunity for individual and group responsibility, and enable members to apply basic principles of food preparation.

Concept	Behavioral Objective	Generalization	Learning Experiences
			Allow students to form small laboratory groups. Laboratory groups work in unit kitchens to identify location of equipment. Review with the class plans for storage of equipment. Assign each group the responsibility of preparing a demonstration on an appliance in the department. Have them refer to the manufacturer's manual as a source of information on use and care of the appliance in addition to reference books. Ask one group to demonstrate proper washing of dishes by hand. (Work with each group in preparing for the demonstration.)
	Following a teacher demonstration, students will demonstrate their ability to measure accurately both liquid and dry ingredients in laboratory situations.	Measuring accurately insures success.	Present the filmstrip "Measuring Accurately" by McGraw-Hill. Discuss the filmstrip. Present to the class a demonstration on measuring by preparing cookies "from scratch." Review the use of equipment and the principles of good management throughout the demonstration.
		The secret of success when using a recipe is following instructions.	Refer to Lesson 1 in *Lessons in Living*. Discuss briefly recipe development. Emphasize employment in a test kitchen as a potential career. Explain the value of following a standard tested recipe when learning to cook. Make a list of sources of tested standardized recipes. Provide a recipe to each group. Ask groups to select the equipment necessary

Concept	Behavioral Objective	Generalization	Learning Experiences
			to prepare the recipe. In addition to having the equipment necessary for preparation, have them determine other factors to consider in selection of a recipe, such as: time, ingredients, experience, etc.
	Students as a group will successfully plan and prepare a snack as a laboratory experience.	Snacks should be a nutritious part of an individual's diet.	Prepare students for the laboratory experience. 1) Review with the students the steps in laboratory and home management. 2) Plan with the class a mock laboratory experience in preparation for their group planning. 3) Discuss each step in the procedure for conducting a laboratory experience. Assign student groups the task of planning, preparing, and serving a milk drink. Evaluate the laboratory experience with the class.
		Fruits and vegetables are nutritious and add interest and variety to the diet.	Refer to pages 149-155 in *Young Living*. Relate the importance of vegetables and fruits to general good health and to the four food groups. Discuss the forms in which vegetables are available. Provide a variety of fruits and vegetables and discuss the differences in appearance, flavor, and nutritive value. Present the filmstrip "Showcase Meals with Canned Fruits." Plan, prepare, an serve a simple meal with fruit as the main dish, using convenience foods for the remainder of the menu. Evaluate the laboratory.

Concept	Behavioral Objective	Generalization	Learning Experiences
			Present the filmstrip, "Vegetable Treasures." Ask students to prepare a list of vegetables they enjoy eating. Discuss the importance of eating a variety of vegetables and the basic methods of their preparation. Have the students use fresh vegetables in season as dippers or for snacks. Prepare a simple dip from a mix. Present the filmstrip "All About Garnishes." Discuss the meaning of the term garnish; when, where, and how these are used. Name and/or list foods frequently used as a garnish.
	Students will plan, prepare, and serve a simple meal with a convenience food.	Convenience foods are nutritious and save time when well chosen.	Ask students to visit a food store to survey available convenience foods. Plan, prepare, and serve a canned meat on a bun using the broiler. Use for the garnish fresh vegetables such as carrots, celery, green pepper, or cauliflower. Evaluate laboratory experience with the students. Assist students in recalling some familiar frozen foods, canned foods, prepared mixes, ready-to-eat, and ready-to-cook products. Discuss reasons for using these products such as: money, time, and energy. Relate this to decision-making in determining which is the more important, time or money. Plan a simple luncheon menu. Ask half of the laboratory groups to compute the cost of the food if prepared from scratch, the

Concept	Behavioral Objective	Generalization	Learning Experiences
			remaining groups to compute the cost using convenience foods. (Have prices of all foods used in the menu available to students.) Compare as to cost, time and nutritive value. Prepare and serve canned soup using reconstituted nonfat dry milk rather than water. Serve small portions with crackers and have students notice the improvement of flavor. Emphasize the simple changes which will make a convenience food more acceptable. Also, emphasize that excessive change can make the food very expensive.
		Nutritious sandwiches can be prepared easily.	Recall a variety of sandwiches which students have eaten; discuss nutritive value of the different types. Make a list of prepared fillings or cold cuts used for sandwiches. Conduct a study tour to a food store to observe available products. Present the filmstrip "Sandwiches Please," stopping at frame 39. Discuss the findings in the presentation with the students. Present a lecture-demonstration on preparation of sandwiches; review the principles of sanitation, the principles of management, and the place of sandwiches in the diet.

Concept	Behavioral Objective	Generalization	Learning Experiences
			Refer to pages 127-128 in *Young Living*. Discuss sandwiches appropriate for a sack lunch, for school, and for a picnic. Have each laboratory group plan, prepare, and serve a sandwich meal appropriate for a sack lunch or a picnic. Complete the meal with simple-to-prepare foods such as fresh fruits, fresh vegetables, and convenience foods for dessert. Evaluate laboratory with the class.
Food and hospitality.	Students will plan, prepare, and serve a simple meal function for a guest.	Hospitality and entertaining skills make guests feel at ease and contribute to the enjoyment at a special occasion.	Refer to pages 120-127 in *Young Living* and pages 150-153 in *Lessons in Living*. Discuss the use of food as a socializer and as a symbol of hospitality and friendliness. Include the responsibilities of the host and the hostess in entertaining a guest. Note their contribution to the enjoyment of a special occasion. Demonstrate and provide an opportunity for students to pour beverages and serve simple refreshments. Assign student groups the task of planning, preparing, and serving simple refreshments for an invited guest. Allow each group to invite a special guest. Evaluate the experience with the class As a class, plan a buffet meal. Assign each laboratory group the responsibility of preparing a different food. Appoint the host and hostess. Invite a special guest.

Phase IIA Consumer Education

Concept	Behavioral Objective	Generalization	Learning Experiences
Consumer	Students will name the major role of the consumer.	Everyone is a consumer.	Present a series of current articles on buying and using products and services. Ask the class to identify the consumer. Emphasize the importance of each individual recognizing his role as a consumer. Discuss with the class the changing role of the consumer. Explain the difference between a consumer product and a consumer service, emphasizing that individuals often confuse the two and pay for a service they could have performed for a minimal amount of time and money.
	Students will name sources of consumer information.	The informed consumer is a wise shopper.	Present to the class a display of current sources of information to the consumer, including popular magazines, consumer organization publications, U. S. Department of Agriculture bulletins, daily newspapers, newspaper supplements, and others. Ask students to determine what type of information is found in each source. Ask the students to assemble labels and hang tags. Review the information found on labels from the different types of products: food, clothing, home furnishings, and equipment. Compare the differences in the information found on labels; determine the benefits that may be gained from this information.

Concept	Behavioral Objective	Generalization	Learning Experiences
		Consumers must make decisions.	Discuss the processes of decision making. Ask the students to conduct research on the practices of good buying. Construct a bulletin board on these. Discuss the basic principles of good management and buying of each type of consumer product and service.
		Consumers are often misled.	Examine common practices of fraud. Determine the means by which consumers can prevent fraud. Ask students to identify major consumer protection agencies.

Phase IIA Home Management and Housing

Concept	Behavioral Objective	Generalization	Learning Experiences
Management	Students will identify the activities which take place in a well-managed home. Students will assume responsibility for management of the home as reported in individual experiences.	Home provides for the total development of individuals.	Refer to Chapter 9, *Young Living*. Lead a discussion on the importance of sharing responsibilities within the family, including all age levels. Discuss with the class the roles of various family members. Emphasize the roles which must be assumed when both parents are employed outside of the home. Determine jobs which are routine; jobs which are performed occasionally. Emphasize the effect on individuals of a well-managed home versus one in which the principles are not applied.
		Management is decision making.	Present a lecture-demonstration on the principles of management as related to various jobs which are performed in the home. Allow the students to practice these principles in the home and in the laboratory.
	Students will name the principles of safety in the home.	Accidents can often be prevented through observance of safety precautions.	Refer to National Safety Council materials. Collect clippings from newspapers on accidents occurring in the home. Identify conditions in a home which might contribute to accidents. Assign students the task of conducting a "scavenger hunt" of their homes to locate safety hazards and developing a plan to overcome them. Evaluate the result of the plans. Present an illustration of a chaotic room typical of a number of teenagers: paper

Concept	Behavioral Objective	Generalization	Learning Experiences
			on the floor, bed unmade, closet door open, drawers open, cosmetics and drugs in the reach of small children, and other factors. Ask students to identify the hazards and to develop a plan for removing the hazards.
Housing	Students will name features of a house which make it more enjoyable. Students will identify adequate storage facilities. Students will make two articles which make a home more enjoyable.	Selection of home furnishings will meet the needs of family members.	Refer to pages 349-363 in *Young Living*. Collect newspaper clippings and magazine articles on rooms and homes. Discuss features of a house which make it more enjoyable for family members. Discuss arrangement of storage facilities. As a laboratory assignment, ask the class members to make an object which contributes to better use of storage space. (These are to be inexpensive articles which can be repeated in the home.) Discuss simple accessories which reflect the personality of family members. Provide supplies and allow students to make a simple accessory for personal use.

PHASE IIB

Phase IIB Family Living

Concept	Behavioral Objective	Generalization	Learning Experiences
Human Relations	Students will demonstrate an appreciation for homemaking by student interaction and teacher-student interaction.	Homemaking is one of the most important jobs an individual can have.	Refer to Chapter 1 in *Young Living*. Discuss reasons that one may benefit from the study of homemaking. Emphasize the role of individuals in the family to show that everyone is a homemaker. Plan the work for the term by deciding what is important to the class members. Discuss the many occupations which are related to homemaking skills.
	Students will identify factors which mold the personality development of individuals.	Heredity and environment affect personality development.	Refer to pages 275-278 in *Lessons in Living* by Davis and Peeler and/or Chapter 3 in *Young Living*. Ask each student to bring to school a picture of himself as an infant or as a small child and not to show it to his classmates. Let the students attempt to match these pictures to the adolescent. Introduce the topic by explaining the simple values of self-understanding. Have the class determine the meaning of the term "personality." Ask such questions as "What makes people like they are?" and "Why are people different from each other?" Divide the class into groups to formulate definitions of "heredity" and "environment." Use the overhead projector or chalkboard to list the characteristics of people which cannot be changed. Then list those which can be changed. Ask the students how heredity and environment might possibly determine one's choice of a career.

Concept	Behavioral Objective	Generalization	Learning Experiences
		Each individual has physical and emotional needs which influence his behavior.	Using transparencies, slides, films, or filmstrips, illustrate examples of behavior. Let the class determine the basic physical and emotional needs of individuals and the relationship of self-understanding and behavior to these needs. Discuss with the students behavior problems which could have been avoided if basic needs had been met. Ask the students to determine ways by which they may help classmates who have problems. Relate acceptable behavior to getting along with others when working in a career.
Self	Students will demonstrate self-understanding and emotional maturity as observed by the teacher.	Understanding and controlling emotions aid a teenager in developing maturity.	Assign students the task of the development of a list of signs of maturity and have them present the lists to the class for discussion. Let the students determine the meaning of "emotions." Ask volunteers to role play situations which depict different emotions, such as: love, hate, fear, frustration, happiness, anger, and excitement. Discuss with the students the importance of self-control over one's emotions. Ask the students to relate incidents when they were emotionally upset and later wished that their emotions had been controlled. From these incidents, discuss the advantages of emotional control, such as being able to get along better with people; eliminating embarrassment to friends, family, and self; using energy better; enjoying more stable

Concept	Behavioral Objective	Generalization	Learning Experiences
			health; etc. Have students role play different means of emotional control under such conditions as: an argument over a television program with brothers and sisters, disagreement with a teacher or parent, etc. Let the class determine means for control of undesirable emotions through physical exercise, through setting high values and moral standards, by avoiding placing oneself in certain situations, through keeping in good physical condition, by eliminating the cause when possible, by developing an optimistic attitude toward life, by facing facts, by being yourself, and by accepting and respecting the rights of others. Summarize the importance of self-understanding and emotional control by asking students how they feel when they see others who frequently display strong emotions.
Life Roles	Students will understand and fulfill role expectations as reported in individual experiences and as observed by the teacher.	A teenager who fulfills role expectations has a sense of security and satisfaction and is better able to accept adult roles.	Refer to teacher reference *Introductory Homemaking* by Cross and student reference *Young Living* by Clayton, Chapter 9. Ask students to assemble or draw illustrations of the many roles of a teenager as brother or sister, daughter or son, member of a peer group, student, member of the community, granddaughter or grandson. Discuss the differences in these roles, emphasizing that teenagers may assume several at a given time. Display a bulletin board showing two puzzle pieces

Concept	Behavioral Objective	Generalization	Learning Experiences
			fitting together with the term "responsibility" on one and "privilege" on the other. Emphasize that each of the teenager's roles requires him to assume responsibility. Divide the class into groups and have each group interview people on what they consider to be the responsibility of the teenager in his role as a student, friend, family member, and community member. (Practice the techniques for conducting an interview in class.) Ask the class to discuss the expectations of each role when groups have completed the research. Assign students the responsibility of adding pieces to the bulletin board puzzle with labels mentioning the major role expectations. Invite the school counselor and/or a vice-principal to make a presentation on problems which often arise when a teenager does not fulfill his responsibility in the school and the community. Conduct a panel discussion composed of a teacher, a parent, a teenage boy, and a teenage girl to discuss role expectations as they view them. Discuss different roles in the world of work. Identify problems which often occur when individuals fail to assume their proper role.

Concept	Behavioral Objective	Generalization	Learning Experiences
Families	Students will identify the factors which contribute to wholesome family life, and which will develop a wholesome attitude toward parents.	Families are important.	Refer to *Lessons in Living* by Peeler and Davis and *Young Living* by Clayton. Present a film or filmstrip on the importance of good family life. Discuss with the class the effect that a family has on its members. Discuss the means by which a teenager can help his parents understand him and his activities. Let the class determine factors which help teenagers get along with their brothers and sisters.
		Some families have older members.	Refer to *Lessons in Living*. Discuss some situations which may arise when older people live with a family. List the basic needs of older people. Determine how undesirable situations can be avoided if younger members show consideration for older people. As a special problem, ask students to make a craft which they can give to a grandparent or other older relative. Students may assemble products and contribute them to a geriatric center in the community.
Family Fun	Students will identify simple activities which contribute to family fun.	Family fun is the responsibility of every family member.	Identify the advantages of family activities which are fun to do together. One approach to introduce the discussion may be to ask students to compile a list of responses to questions as "What does your family do for fun?" and "What customs or traditions does your family observe?" Have the students determine which

Concept	Behavioral Objective	Generalization	Learning Experiences
			member of the family is responsible for the different activities.
		Family fun sometimes requires careful planning.	Assign student groups the task of identifying factors to consider in planning family fun; relate these findings from the above survey to a plan of worthwhile family activities including many which are inexpensive. Let the class identify community and city-wide attractions which families can enjoy; identify those which teenagers may enjoy. Ask the students who have lived in other cities to explain facilities and activities available there to families and individuals. Emphasize the availability of recreation and entertainment regardless of the town or city in which one lives. Present slides, filmstrips, or pictures of interesting areas in the city. Discuss planning for a family vacation away from home. Ask the students to identify steps in planning. Ask small groups to plan a simple weekend vacation.
Fun at Home	Students can plan recreational activities to be conducted at home for an average family.	Families can have fun at home.	Ask the students to assemble in small groups to plan and present to the class examples of means for having fun at home. (Assemble reference materials for use by the groups.) Presentation should include equipment, cost, and the time necessary for the activity, as well as a demonstration of the activity. Emphasize means of having fun while conducting and assuming family responsibility.

Phase IIB Child Development

Concept	Behavioral Objective	Generalization	Learning Experiences
Children	Students will name the basic needs of preschool children.	Small children are important family members.	Refer to *Young Living* by Clayton. Emphasize the importance of children's feeling wanted and loved; ask students to identify means by which teenagers may contribute to these feelings. Ask the students, "Why do babies react differently to things that go on around them?" Discuss personality difference.
		Children need to build self-confidence.	Ask the students to determine means of helping preschool children build self-confidence and to suggest positive help which can be given to them. Conduct a child's talk game--divide students into two teams. Distribute cards with ways of communication with children. Ask one team member to read a card; a student on the opposite team will read a matching card. Then, ask the students to determine the more effective approach and to give reasons for their choice. Example: "Don't put your feet on that chair!" versus "Let's keep our feet out of the chair; shoes are dirty on the bottom."
		Safety is imperative for young children.	Collect newspaper articles concerning accidents in which preschool children were involved. Identify safety practices which are important in the care of children and suggest means of instilling these practices in children.

Concept	Behavioral Objective	Generalization	Learning Experiences
	Students will identify simple play activities which will help preschool children develop mental, motor, and social skills.	Children learn from opportunities provided by others.	Present illustrations of children at play. Ask the students to identify the activities and discuss the value of these in helping a child to develop physically, mentally, and socially.
	Students will identify toys which contribute to each type of development: mental, motor, and social.	Toys may help children learn.	Refer to Chapter 4 in *Young Living*. Establish criteria for selecting toys for young children, such as: toys which enable the child to be successful (Emphasize the importance of selecting toys which are not too advanced for the child's maturity level.); toys which encourage physical development, such as push and pull; toys which make a child think, such as wooden beads, dolls, etc.; and toys which a child can share with another child. Assemble a display of toys which contribute to the development of preschool children. Identify ages for which these are usually most suitable. Determine ways to encourage children to pick up toys. Present transparencies which are good examples of storage for toys. Conduct a study tour of a creative early childhood center; emphasize career opportunities available in early childhood education.
	Students will identify books suitable for preschool teachers.	Children enjoy books at an early age.	Present a simple display of books suitable for each preschool age level. Ask the students to determine factors to consider in selecting books. Have them research

Concept	Behavioral Objective	Generalization	Learning Experiences
			and compile a listing of children's books that can help a child learn about the community, the world of work, etc. Develop a list of questions a teenager might ask a child as a story or book is read. Ask the students to form small groups and practice reading stories following a teacher demonstration. Ask the students to find books which might help teach values, cultural heritage, etc. As individual projects, ask the students to interview a librarian about books for children and to report the interview to the class.
		Development of good food habits contributes to the total welfare of the child.	Emphasize the importance of making mealtime a pleasant experience. Discuss the procedure for feeding the baby and preschool child and means of helping the child develop good eating habits. Identify types of foods to avoid and the role of older children and adults in helping the child develop patterns of eating. Stress the importance of forming good habits at an early age.
		Baby-sitting is a responsible position.	Invite a panel of parents and baby sitters to discuss what they expect of each other. Role play some situations which might arise when taking care of children. Ask

Concept	Behavioral Objective	Generalization	Learning Experiences
			the students to find information on some of the problems presented in the skits. Role play the same situations. Ask the class to determine if the solutions to the problems were approached differently.

Phase IIB Clothing and Personal Appearance

Concept	Behavioral Objective	Generalization	Learning Experiences
Grooming	Students will assume the responsibility of being well groomed as observed by the teacher.	Grooming affects the way people behave.	Refer to Chapter 6 in *Young Living*. Discuss the psychological effects of being well groomed and appropriately dressed. Ask the students to recall personal reactions when they were dressed in the following: sport clothes, play clothes, party clothes, formal attire, and tailored clothes. Determine through group discussion how poise and self-confidence are developed, and the effect of clothing on family attitude. Ask volunteers to role play a conflict between a mother and a teenage daughter over matters of dress; class members may determine a solution agreeable to both.
		Individuals have some control of personal size and shape.	Discuss the importance of physical activity in controlling body size and shape. Ask small groups to conduct research on the specific need for figure and posture control. Let the students demonstrate the research findings to the class.
		Care of the body is essential to good grooming.	Discuss the importance of body cleanliness. Invite a resource person to discuss the care of hair, skin, and hands.

Concept	Behavioral Objective	Generalization	Learning Experiences
Clothing	Students will select from color samples those which personally are most becoming.	Color contributes to improved personal appearance.	Refer to Chapter 7 in *Young Living*. Present to the class a display of color swatches (Use swatches which are at least one yard in length.); discuss the effect of color on personality, personal coloring, and body build and size. Relate color to the total wardrobe, including basic garments such as coats and sweaters.
Fashion	Students will select from a variety of examples fashions most personally becoming.	Line affects the total appearance of fashion.	Discuss fashion and factors which bring about fashion changes. Present illustrations of teenage fashions which emphasize the effect of both decorative and structural lines. Emphasize the role of the neckline, hemline, waistline, grain line, and any decoration.
Texture	Students will select textures appropriate to the occasion, line, color, and physical build.	Texture has an important role in dress.	Present color swatches of different textures and discuss the effect of texture on color. Display garments of different textures which are often worn by teenagers. Ask volunteers to try on these garments; allow the class members to determine the effect on appearance. Present a display of textured fabrics and design illustrations. Ask the students to coordinate these.

Concept	Behavioral Objective	Generalization	Learning Experiences
Design	Students will select designs most suitable to personality and physical appearance.	Design is achieved in a number of ways.	Discuss how design is formed with different shapes and textures. Determine the effect of large and small designs on personal appearance.
Grain	Given fabric samples, students can identify the different grain lines and explain the effect of these on the appearance of clothing.	Grain lines affect appearance and durability of clothing.	Use illustrations to emphasize the importance of grain lines to appearance. Include illustrations of off-grain fabrics. Allow students to pull threads in fabrics to find grain lines. Display garments made of off-grain fabric; compare them to garments made on the straight grain line.
Fashion Careers	Students will name five career opportunities in the fashion industry which require less than a bachelor's degree. Students will name two careers in the fashion industry which might require a degree.	A number of careers are available in the fashion industry.	Ask the students to name possible opportunities for employment in the fashion industry; list these. Discuss the basic responsibilities associated with each. Relate the information covered on grooming, color, line, texture, and design to a fashion career in skilled and unskilled, paraprofessional and professional occupations.

Concept	Behavioral Objective	Generalization	Learning Experiences
Consumer	Students will name factors which affect the cost of clothing and will demonstrate the ability to care for clothing.	A good consumer cares for clothing after making selections.	Identify with the students a means of reducing the cost of clothing including the decisions to be reached in selection and after purchasing. Present a filmstrip related to laws on textiles. Assemble and hang labels and discuss important information found on each.
		Correct equipment and supplies aid in the care of clothing.	Display kits of appropriate supplies and equipment for clothing care and/or give students the assignment to plan and arrange a bulletin board or posters on the care of clothes, showing various devices which make caring for clothing easier. Discuss the importance of removing spots from clothing as quickly as possible. Demonstrate the use of an absorbent, water, or solvent for safe spot removal prior to laundering. Demonstrate or provide instructions for removal of common stains from washable fabrics which cannot be dry cleaned or washed immediately. Refer to materials from the National Safety Council for the safe use of different cleaning agents. Invite the electric utility company home economist to demonstrate the use of the washer and the dryer. Emphasize the principles of management in the laundry unit.

Concept	Behavioral Objective	Generalization	Learning Experiences
Clothing Construction	Students will identify figure types and will take accurately basic body measurements to determine size for pattern selection.	Pattern selection is partially determined by figure type.	Refer to Topic 4, Lesson 1, in *Lessons in Living*. Use illustrations to explain the differences in figure types. Demonstrate correct procedure for taking basic body measurements; ask student teams to measure each other and determine correct pattern sizes by comparing measurements with those listed on a standard measurement chart. Explain to students the role of a commercial pattern in learning to sew; emphasize that the understanding of garment construction can lead to their being able to design garments if they so desire. Present simple skirt or pants patterns to the class. Refer to Unit 2, Topic 4, Lesson 2, in *Lessons in Living*. Ask such questions as "What is found on the back side of the pattern envelope?" Use the overhead projector to illustrate points of importance on the pattern envelope. Allow students to solve problems related to fabric and pattern selection. As a class, select a pattern for a class project.

Concept	Behavioral Objective	Generalization	Learning Experiences
Equipment	Given a display of equipment, students will be able to name and use those basic to clothing construction.	Proper selection of equipment contributes to a well-made garment.	Present a display of simple equipment students will use for constructing their garments. (Do not require students to buy these as the department makes them available for student use. However, you may suggest that these will be helpful if the student has her own and that these are helpful at home.) Emphasize the importance of selecting an easy-to-sew fabric (display examples) for a beginning class project.
Grain line	Students will prepare fabric for cutting the garment grain-perfect.	A finished garment which is cut grain-perfect hangs straight and wears well.	Present the filmstrip, "Begin with a Pattern." Follow this with a demonstration on preparing fabric for cutting, including pressing. Allow students to prepare fabric for cutting as an outside assignment. Give individual assistance to students who need it.
	Students will prepare pattern pieces for accuracy in fitting and cutting a garment.	Preparation of the pattern assures fitting accuracy of the garment.	Present a lecture-demonstration on the selection of pattern pieces to be used, techniques of trimming the pattern (Be Sure Each Student Trims Pattern), and pressing the pattern. Allow students to prepare their patterns as an outside assignment following the demonstration.

Concept	Behavioral Objective	Generalization	Learning Experiences
	Following a teacher demonstration, students will alter a pattern to fit and will cut the garment accurately.	Cutting a garment to fit is important in clothing construction.	Present lecture demonstrations on fitting, laying the pattern, and cutting. Use transparencies, teacher-prepared materials, and commercially prepared materials for individual and independent instruction. Emphasize techniques for getting fabric on the straight grain line and cutting accurately while saving time. Demonstrate marking of construction points. Students are to mark only major points of construction. Explain the use of scored throat plates on machines as an aid in accurate stitching, which is demonstrated later. Demonstrate how to make a stitching guide when a machine does not have a scored plate.
	Students will thread and operate a sewing machine following the teacher demonstration. Students will construct a simple garment.	Using equipment properly will contribute to a well-made garment in a minimum time. A finished garment gives personal satisfaction.	Present a lecture-demonstration on the operation of the sewing machine. Assign students the task of practicing threading the machine and stitching short seams. Demonstrate each unit of the garment, emphasizing techniques of garment construction in a minimum time. Include pressing and finishing techniques. Allow students to plan and prepare a class style show. Invite their parents to come during the regular class period. Assist students in the art of planning, organizing, and presenting the style show. Include the basic modeling techniques of walking and standing. Relate this to personal grooming techniques.

PHASE IIIA

Phase IIIA Nutrition and Meal Management

Concept	Behavioral Objective	Generalization	Learning Experiences
Family food	The student will identify the role of family background in the development of food habits as listed on a teacher-made evaluation form.	Family food preferences vary and help determine individual preferences.	Refer to Chapter 12 in *Introductory Homemaking* by Cross. Discuss with the class the importance of developing good attitudes toward food and the influence family members have in developing the food habits of each other. Discuss differences in cultural patterns which influence eating habits. Compare the food preferences of people in different geographic areas. Prepare descriptions of three families with differences in number of family members as to age, sex, and activities. Ask the class to analyze the differences in the three families and explain how these might affect the foods served by the family. Assign small groups to work together; ask each group to select one family and determine how their food purchases would be affected if they placed their highest value on keeping members healthy, saving money, saving time, saving energy, socializing with food, and making a good impression on guests. Groups will report to the entire class.

Concept	Behavioral Objective	Generalization	Learning Experiences
		The selection and use of food aids in meeting an individual's social, psychological, and physiological needs.	Ask students to examine illustrations of individuals eating foods to satisfy such various needs as: a person whose occupation requires physical work eating lunch, a child drinking milk, a group at a picnic or party, a baby being fed by the mother, a group of teenagers in a school cafeteria and a public eating place, and an overweight person eating high calorie food. Identify the satisfactions people receive from food.
Four Food Groups	Students will be able to name the four food groups, to identify the nutrients found in each group, and to name the foods which are the primary source of each. They will be able to relate each food group to health and general physical and mental well being. Students will plan balanced diets as evaluated by the teacher. Students will improve their eating habits as observed by the teacher.	The four food groups serve as a guide in evaluating the daily food intake of an individual.	Refer to pages 294-295 in *Introductory Homemaking* by Cross. Recall the four food groups, using the wall chart from the National Dairy Council. (Distribute individual bulletins to the students from the same source.) Discuss the major functions of each group. Assign small groups the task of investigating one of the four food groups; each group should prepare a presentation which includes a minimum number of servings, foods included in each group, and the nutrients found in each group. Refer to Chapter 4 in *Exploring Home and Family Living* by Fleck and others and to Chapter 14 in *Teen Horizons* by Lewis and others. Discuss the terms "nutrient," "nutrition," "calories," "need for energy." Emphasize the need for calories, the purpose of appetite, the caloric content of food, and the results of eating too

Concept	Behavioral Objective	Generalization	Learning Experiences
			many calories. Identify foods with high caloric count. Discuss the need for protein in the diet and the sources of it. Refer to Recommended Daily Dietary Allowances to determine the amount of each nutrient needed by different individuals. Discuss the need for minerals and vitamins; emphasize the role of the primary minerals and vitamins, including functions and sources of each. As a class, develop menus (using simple basic foods) which include the four food groups and meet the needs of a teenager for a day. Prepare menus, some of which are adequate and some which do not include the four food groups or which provide only minimum requirements. Duplicate these and ask students to identify, to evaluate, and to correct the inadequate menus. Using the school cafeteria menu for the day, as a class plan food for the remainder of the day to meet the daily food needs. Ask students to use the same cafeteria menu and to plan additional foods required to meet the nutritional needs of a teenage boy or girl for the day.

Concept	Behavioral Objective	Generalization	Learning Experiences
Meal Planning	Students will plan menus which meet the criteria for appeal and which meet nutritional requirements as evaluated by the teacher.	Variety in the food served stimulates interest and appetite.	Present the filmstrip "The Wonderful World of Food" from Proctor and Gamble Home Economics Department. Discuss how food appeals to the senses. Discuss the factors which frequently cause food dislikes. Re-emphasize the importance of helping others develop wholesome food habits. Identify the role the student may assume to help adults, young children, and other teenagers to develop and/or to improve good eating habits. Give special emphasis to the student's future role of a parent. Display illustrations of food for simple meals which include variety in color, flavor, texture, shape, temperature, and method of preparation. Refer to Chapter 5 in *Exploring Home and Family Living*. Discuss the basic menu patterns for breakfast, lunch, and dinner. Plan menus which meet the criteria for a balanced diet with foods which appeal to the senses. Discuss with the class the values received in learning to enjoy a variety of foods, such as: increasing the fun of eating, having a better opportunity for a balanced diet, making guests feel more welcome, and simplifying meal planning at home.

Concept	Behavioral Objective	Generalization	Learning Experiences
Breakfast		Breakfast can aid in providing sufficient energy and vitality throughout the day.	Present at least one filmstrip, such as: "Breakfast and the Bright Life" from the Cereal Institute, "Guide to Breakfast" from Kraft, "Breakfast for B.J." from Pillsbury, and "Why Eat A Good Breakfast" from the Cereal Institute. Ask each student to make a survey of eating habits of a friend using the Breakfast Survey Sheet from the Kellogg Breakfast Kit. Findings will be reported to the class. Compile the results, summarize, and initiate a class discussion on the number eating breakfast, the foods eaten, and any improvements to be made. Ask the class to determine if one-fourth to one-third of the daily food requirement was met by a significant number of students. Allow small groups to arrange displays of a nutritious breakfast using *Food Models* from the National Dairy Council. Emphasize that foods often considered unacceptable for breakfast may be nutritious and may make a contribution to the daily food requirements.
		Attractive table settings influence one's enjoyment of a meal.	Review simple table settings; emphasize table appointments for breakfast. Review table etiquette.

Concepts	Behavioral Objective	Generalization	Learning Experiences
		Sharing responsibilities makes meal preparation more enjoyable.	Refer to Chapter 16 in *Teen Horizons* and pages 32-68 in *Lessons in Living*. Review the responsibilities of working together, the laboratory management techniques, safety measures, the correct use of recipes, the correct use of equipment, and the importance of cleanliness. Demonstrate the correct methods of measuring liquid and dry ingredients by preparing a simple snack for class members to enjoy.
	Students will demonstrate their ability to work together in planning, preparing, and serving a simple breakfast meal as observed by the teacher.	Everyone can take time for breakfast.	Survey the many available convenience foods which are often served for breakfast. Allow student groups to plan, prepare, and serve a simple breakfast, using convenience foods. Emphasize the decision-making process in determining whether a family should use convenience foods or prepare foods from basic ingredients. Emphasize the proper use and care of equipment selected for the preparation of food.
Fruit	Students will be able to name the nutrients found in fruits available in the area, and give the functions of each nutrient.	Fruits are an important part of the diet.	Present the filmstrips "Consumer Tips on Fresh Citrus Fruits" from Sunkist and "Melons: How to Choose and Know the Various Types" from Gordon Henderson Products.

Concept	Behavioral Objective	Generalization	Learning Experiences
	Students will list the basic principles used in the preparation of fruit and will demonstrate an understanding of these principles by their performance in the laboratory as observed by the teacher.		Discuss the various forms of fruit and the ways these may be served; emphasize the pleasing appeal of fruit in the variety of color, texture, and flavor. Discuss the nutritive value of fruit, emphasizing the contribution various kinds make to total well-being. Discuss the principles of cookery as related to the preparation of fruit. Place emphasis on means of preserving nutritive value, flavor, and texture. Assign student groups the responsibility of planning, preparing, and serving a very simple meal using fruit as the basis. Emphasize the differences in cost of the various fruits. Compare the nutritive value of these; use examples such as peaches and apricots, oranges and tangerines, etc.
Cereal	Students will list the basic benefits received from including cereal in the diet. Students will demonstrate an understanding of the principles of cooking cereal and cereal products as observed by the teacher.	Cereal and cereal products provide necessary nutrients.	Refer to Chapter 18 in *Teen Horizons*. List all types of foods which are included in the bread and cereal group. Discuss prepared cereals, cooked cereals, instant cereals, macaroni products, and quick breads. Relate the role of cereal to a balanced diet. Emphasize the economical aspect of these products. Assign class groups the task of preparing a cereal product frequently eaten for breakfast. Groups should use one cereal which is available in a variety of forms so the students can compare the differences

Concept	Behavioral Objective	Generalization	Learning Experiences
			in the products. Compute the cost per serving. Give a demonstration on preparing muffins. Emphasize the principles of the muffin mix method, including information on measuring and management.
		Convenience foods are often time savers, and may be prepared at home.	Conduct a comparative study of different approaches to preparing muffins. Give one-third of the group the assignment of preparing muffins from basic ingredients; one-third the assignment of preparing muffins from a commercial mix; and one-third the assignment of preparing muffins from a mix which has been prepared in the laboratory. Evaluate the finished products; compute cost and time. Have the students decide which will be the best choice based on family background. Serve the muffins as a simple breakfast with a beverage or fruit. Evaluate the laboratory experience with the students.
		Cereal gives variety to the diet and is used in many dishes.	Conduct a research project on the use of cereal. Prepare cereal as an interesting snack which teenagers could make at home for a limited amount of money and time.

Concept	Behavioral Objective	Generalization	Learning Experiences
Vegetables	Students will name the nutrients found in at least ten vegetables. Students will name four basic principles of vegetable cookery.	Vegetables contribute vitamins and minerals to the diet, as well as give added flavor, texture, and color to a meal.	Refer to pages 336-352 in *Teen Horizons*. Through class discussion, classify vegetables as to color, flavor, and composition. Emphasize the nutritive value found in the different types of vegetables. Discuss the basic principles of preparing canned, fresh, and frozen vegetables which will retain food value, color, flavor, and texture. Present the filmstrip "Guide to Vegetables" from Kraft Foods. Assign groups the task of preparing two vegetable dishes with little preparation. Serve with a quick bread. Ask the students to evaluate vegetables as to flavor, color, retention of shape, time of preparation, and cost.
		Factors to consider in planning menus include family needs, nutrition, appetite appeal, and the use of leftovers.	Present a filmstrip on meal planning, such as "Mix and Match for Good Meals" from Evaporated Milk Association, "Winning Combination" from Swift and Company, or "Mealtime Can Be Magic" from General Mills. Refer to pages 255-259 in *Teen Horizons*. Review meal planning, emphasizing food preferences, family size, and activities of all ages of the various family members, time for preparation, income available for food, and family life style. Give class groups the assignment of planning menus for hypothetical families. Have them present these menus to

Concept	Behavioral Objective	Generalization	Learning Experiences
			the class and explain their reasons for selection of foods. Ask the class to compare menus planned earlier to those planned following the study and laboratory experience with food.
		A well-planned shopping list can help consumers buy what is needed, save time, and control spending.	Refer to page 4 in *Food Buying Basics* by Kraft, pages 94-96 in *Lessons in Living*, and page 274 in *Teen Horizons*. Develop with the students the steps involved in making a shopping list, such as: keeping the list to jot down items, checking staples and the week's menu, organizing the list according to major sections of the store, and adding specials if the items fit into the overall food plan. Demonstrate to the class an efficient method for developing a shopping list. Ask class groups to prepare a shopping list for their previously prepared menus. Have the groups plan a menu and a shopping list for a light lunch or supper. A suggested menu is meat or seafood casserole, vegetable, salad, a convenience bread, fresh or canned fruit dessert, and a beverage. Have the students make a work plan for their menu, prepare, and serve it. Have the class evaluate the laboratory as to time, cost, nutritive value, ease of preparation, etc.

Concept	Behavioral Objective	Generalization	Learning Experiences
			Have them prepare at least three simple laboratory meals. Emphasize good management, nutrition, consumer economics, and scientific principles of food preparation. Menus are to be both economical and practical.

Concept	Behavioral Objective	Generalization	Learning Experiences
Personal Goals	Students will establish long-term personal goals and objectives based on potential resources. Students will establish immediate goals and objectives based on present resources.	Planned use of resources helps one achieve immediate and long-range goals.	Refer to *Helps: Money Management* from the American Home Economics Association. Define the goals guiding the teenager's spending habits. Identify the goals the teenager was unable to achieve with present spending habits. Administer the test from *Helps*. Present transparencies on goals, objectives, and recording personal income and expenditures to assist students in establishing immediate and long-range goals and objectives. Emphasize the importance of a simple record-keeping system to aid in achieving goals. Present the filmstrip "Your Money and You." Discuss the role of a plan for spending in developing sound attitudes toward money and a reasonable approach to solving family money problems. Read and discuss the bulletin "Mind Your Money." Discuss topics as listed. To use money wisely decide: What you need What you want How to use the money left after buying necessities to get extras you want most

Concept	Behavioral Objective	Generalization	Learning Experiences
			Ask students to make a chart to determine NEEDS AND DESIRES both for the present and for the future. Assign students the responsibility of presenting a skit to the class dramatizing a situation in which a teenager spends his total income for pleasure of the moment, such as snack foods, jewelry, make-up, gasoline, and others; an event arises which the teenager is unable to attend because of his unwise use of resources. Ask the class to solve the problem.
Resources	Students will name sources of money income as well as other resources which contribute to the achievement of goals.	Resources vary among individuals and families. Every individual is a consumer.	Identify the many sources of money income available to teenagers. Emphasize talents, care of material goods, care of body, and care of community and school property. Discuss the "Teenage Consumer." Emphasize that business and industry recognize the teenager as a very important consumer. Use examples of this fact, such as quotations from presentations made to groups of businessmen, from advertising aimed toward teenagers, from Teen Boards in stores, and from publications for teenagers.

Concept	Behavioral Objective	Generalization	Learning Experiences
Protection	Students will name two local and four federal consumer protection agencies. Students will name four major sources of consumer information.	The consumer has available protection and has access to much valuable information.	Have the class conduct a research study in reference materials to determine the sources of consumer protection. Discuss these protective agencies which the consumer uses most often for protection. Define the role of each. Review current publications which provide reliable information on consumer products and services; emphasize the day of the week a daily newspaper usually reports on a specific consumer product, such as Thursday for food.
Shopping	Given a shopping list, students will organize the list into categories for convenient purchasing.	Shopping skills are the key to getting value for food dollars.	Refer to pages 5-6 in *Food Buymanship*, Kraft's Educational Kit. Develop a list of shopping skills which will apply to food buymanship. Consider family needs in planning purchases. Conduct an in-class shopping trip, using food advertisements from local newspapers. Give each student a teacher-prepared shopping list and have the class compare prices, brands, specials, etc. Ask each student to do the shopping for his family for one week or to accompany a parent on the next trip to the supermarket and to report his findings to the class.

Concept	Behavioral Objective	Generalization	Learning Experiences
		Supermarkets are divided into several major sections for shopping convenience and efficient operation.	Refer to pages 93-124 in *Lessons in Living*. List the major sections of a supermarket and discuss typical items for sale in each section. Divide the class into small groups and assign each group a specific supermarket section. Ask each group to check out its assigned section in several stores and report to the class on the products carried, the packaging peculiarities, the differences from store to store, and the new products introduced during the last few months. Divide the class into teams for a "Know Your Supermarkets" game. The teacher will make a list of at least 50 items commonly sold in supermarkets. Give each team three to five minutes to decide which section usually carries each item. Divide the class into groups of two. Assign each group an item for a report to the class, giving the different flavors, the sizes of containers, and the brands in which the product is available in supermarkets.

Concept	Behavioral Objective	Generalization	Learning Experiences
Services	Students will name five services for which the consumer pays in the marketplace.	The services offered in the marketplace can help shoppers save time and energy and enjoy greater shopping convenience.	Have each student conduct a survey of supermarkets and other types of stores in the area to determine which services are apparently offered free or at a low cost and report to the class on these available services. Emphasize that the consumer pays for the services provided for their comfort and convenience. Assign three advanced students the responsibility of reporting to the class based on interviews of managers of area stores to determine the costs to stores for the different services offered to consumers.
		Shopping the marketplace calls for special skills because of the wide variety of items available and the many choices involved.	Refer to pages 9-10 in *Shopping the Supermarket*, Kraft Educational Kit. Develop a list of shopping tips for the supermarket, such as considering items reduced for quick sale, "ringing the bell" in self-service meat markets, handling merchandise carefully, and shopping systematically with a list. Divide the class into groups to prepare cartoons depicting one of these shopping tips and/or locate magazine pictures depicting one. Develop a bulletin board on MANY MEDIA USED IN ADVERTISING, such as radio, television, magazines, newspapers, direct mail, and labels.

Concept	Behavioral Objective	Generalization	Learning Experiences
		Advertising uses many approaches for selling goods and services.	Present three types of advertising which illustrate: (1) appealing to the emotions, (2) using double talk, and (3) giving the facts. Discuss after each showing the exact knowledge that each gives. Assign student groups the task of searching for advertisements which illustrate the above types. Develop bulletin boards, displaying the best advertisement for each category. Play for the class teacher-made recordings of commercials from television and radio. Let the students analyze promises made, facts given, and double talk and exaggerated language used. Have the students illustrate techniques of advertising by clipping words and phrases from advertisements and combining these in a poster or writing an advertisement to appear on a poster.
Decisions	Students will solve problems based on the decision-making process.	Conscious, deliberate choice making is the key factor in achieving a goal.	Using side 1 of record 1 from the J. C. Penny Kit *Decision Making for Consumers*, ask the class to listen to the introduction and note the steps in the process. Ask the class to describe situations requiring a consumer decision and brainstorm ways to solve problems or divide the class into groups and have each present a different situation and solution.

Concept	Behavioral Objective	Generalization	Learning Experiences
			Develop a bulletin board listing the steps in the process of decision making: Stating the problem Proposing possible solutions Assessing relevance to needs and resources Evaluating relevant solutions Making a final decision
		Understanding the decision-making process can help make choice making easier.	Play side 2, record 1. Divide the class into five groups. Each group listens to one of the buying situations then role plays the decision. Have the class discuss each decision, relating to resources available, time and place to shop, and reasons for wanting the products.
		Applying deliberate choice making to consumer problems can help one make better use of one's resources on the marketplace.	Present the filmstrip "Umpteen Ways People Shop" from the J. C. Penny Kit, *Decision Making for Consumers.* Discuss the different ways people shop. Determine with the class how people decide where and how to shop and what factors influence these choices. Refer to Changing Times Education Service, *Avoiding Gyps and Frauds.* Select three situations from the record "So You Want Something for Nothing," such as Wig Situation or Stereo Situation, depicting situations in which unsuspecting customers may be cheated by salesmen. Use

Concept	Behavioral Objective	Generalization	Learning Experiences
			this suggested activity with the records: Have the students clap hands once when hearing words and promises that should have been warning to the consumer. Have the students write their decisions. Analyze mistakes made in the situation.
		The consumer has rights to protection from "gyps" and frauds, but he also has responsibilities to help strengthen the marketplace by knowing how to select reliable products from honest sellers.	Read "The Box Top Mystery," case study booklet from *Avoiding Gyps and Frauds.* Have the students divide into groups and role play a solution to Kathy's problem. Have another group of students contact by phone or in person a consumer protection agency to ask how such a situation could be handled. Compare results to see how closely the role-players came to the agency's suggestions. Collect box-top, label, and coupon offers. Study the offerings and evaluate each one. Choose one of the offers evaluated and place an order. Evaluate the offering, considering such questions as: (1) How long did it take to receive the item? (2) Is it worth the effort and/or money involved? (3) Does the price and quality of the item compare with similar items offered in local stores?

Concept	Behavioral Objective	Generalization	Learning Experiences
			Divide the class into groups and have students role play case study "It's Your Skin." Judge the best acting and record one on the tape recorded. Play the best one for other classes. Discuss such questions as: What should Pete have done instead of buying the cream? Have you ever bought any medicines or cosmetics that you feel did not live up to the advertised promises? Do you think Pete or his doctor should have reported his experience to the Food and Drug Administration? Draw up several categories of drugs or cosmetics that may rely on inflated claims to capitalize on feeling of inferiority or fear. These might include acne remedies, quick weight-loss plans, arthritis cures, and body building plans. Use a grab bag of above categories and have groups "grab" one. Have each group find as many different advertisements in its category as possible. The groups should compile these advertisements, making special note of distorted claims and appeals to the consumer's fear or insecurity. Let the students play "Swindle."

Phase IIIA Housing and Home Management

Concept	Behavioral Objective	Generalization	Learning Experiences
Values	Students will name in rank order ten features of a house they value.	Families receive satisfaction from their home.	Refer to Chapter 9 in *Introductory Homemaking* by Cross. Teacher references are *Homes with Character* by Craig, *Consumer Housing* by Garrett, and *The Home; Its Furnishing and Equipment*. Determine the features of a home which individuals value, such as: comfort, convenience, friendship, health, safety, location, personal interests, privacy, and beauty. Identify means by which individuals may achieve these values. Study homes, inside and out, to determine the prevailing impressions given by appearance. Decide whether or not prevailing impressions given by a home reflect the predominate traits and interests of family members. List some practices of family members which are objectionable from the standpoint of privacy or which leave an unfavorable impression on the family. Decide means of families' working together to reach the goals of all family members.
	Students will name and identify personality traits which are reflected by an individual's personal space.	Personal space reflects the personality of the owner.	Refer to Chapter 9 in *Introductory Homemaking*. Discuss the differences in personalities and how these differences in personalities are expressed through one's personal surroundings. Present illustrations of the space of a teenager; identify the personality type that these

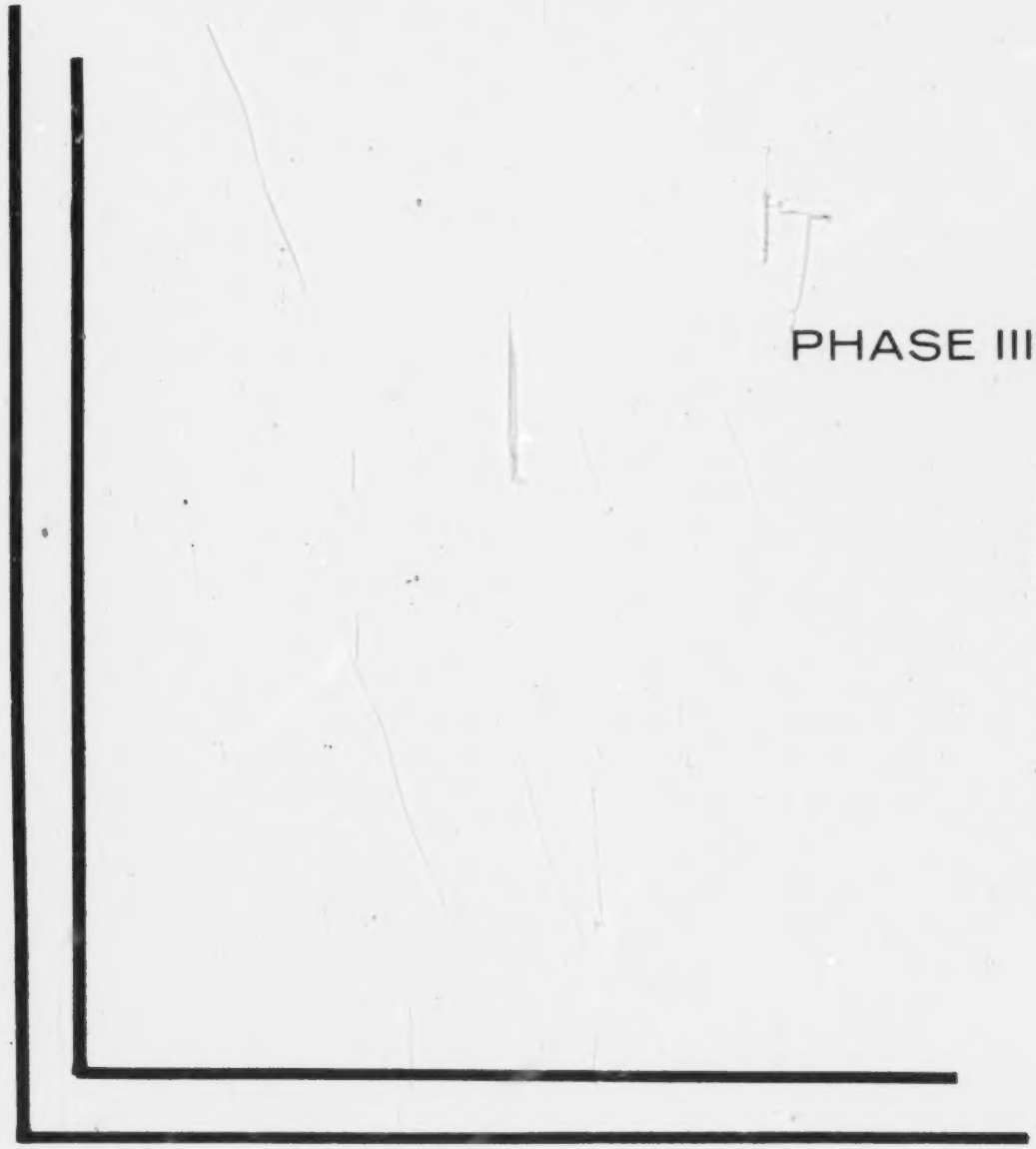
Concept	Behavioral Objective	Generalization	Learning Experiences
			represent. Ask students to select illustrations which reflect the differences in ages, interests, activities, and personality types.
	Students will maintain orderly surroundings as observed by the teacher and as reported through an individual experience.	An orderly space eliminates frustration.	Discuss the importance of an orderly room; relate orderliness to the basic principles of good management. Determine procedures and practices to follow in maintaining an orderly environment.
	Students will name five means of providing a study area in the home.	A place to study is important for a teenager.	Determine the advantages of a study area for a teenager. As a class, assemble a study area in the laboratory which can serve as an example to be used in the home. Provide material for assembling the area which is inexpensive and often found in the home. Emphasize means of improving to save money.
Color	Students will select the color most appropriate for surroundings as observed by the teacher.	The use of color depends upon the size of the room, light, use, and personal preference.	Refer to *Forum*, J. C. Penny, Spring and Summer, 1968, Living with Light B-1402. Give "Are You Tuned Into Color?" as an introduction to a review of color. Show the filmstrip "Color Brightens Our Life." Perform an experiment with a prism or glass to show the source of color. Discuss what color is, what color can do, how color defines form and area,

Concept	Behavioral Objective	Generalization	Learning Experiences
			and how color changes with light. Present an illustrated lecture, using a flannel board with color wheel by Sears, Simplicity, McCall's, or Vogue, on color--primary, secondary, and intermediate. Discuss how colors are achieved and their positions on the color wheel. Give each student a printed sheet of scrambled letters and have him find the words of the names of colors. Have each student color a color wheel; evaluate the wheel for correct color position. Illustrate with pictures the properties or dimensions of color as applied to home furnishings, such as warmth or coolness, emotional power, advancing or recession, weight, and absorption or reflection. Have each student prepare a COLOR LANGUAGE CHART to illustrate color terminology; such as hue, tint, shade, value, and intensity. Develop a bulletin board or mobile entitled COLOR CHATTER, and have the class discuss effective use of color in a room.
		Color may be used as an accent in a room	Refer to *Forum*, J. C. Penny, Spring and Summer, 1968. Use illustrations to visualize the many different ways color

Concept	Behavioral Objective	Generalization	Learning Experiences
			can be used as an accent in a room; varying areas of accent for emphasis in a room. Changing the color of different areas will have different effects. Accent color may be on a wall, the floor, or articles which carry the eye around the room. Have each student color a room or a portion of a room to illustrate "emphasis" in a room. Discuss with volunteers their choice of the area they accented with such questions as "Why?", "Which colors did you use?", and "What mood did you develop (such as excitement, serenity, warmth, coolness, etc.)?"
		Combinations of colors are used for attracting attention and for legibility.	Refer to *Forum*, J. C. Penny, Spring and Summer, 1968. Use the chart on "Putting Color to Work." Discuss with the class the colors and color combinations used for legibility and attention-getting. Reproduce charts for each student and let each one use his own color combinations for legibility and attention-getting.
		Colors harmonize to form pleasing combinations.	Develop a bulletin board illustrating the three color harmonies: monochromatic, complementary, and analogous. Discuss the color combinations and how they are achieved. Show "Come Catch a Rainbow" and discuss it with the class. Have each

Concept	Behavioral Objective	Generalization	Learning Experiences
			student collect three pictures illustrating the color harmonies; mount and label each picture. Give each student a printed sheet of the outline of a room, such as a family room, bedroom, or living room. Let each student color the room using one of the color harmonies studied.
		Satisfaction and enjoyment of a room are achieved through the effective use of the principles and elements of design.	Show colored illustrations of rooms which are illustrative of the principles and elements of design. Encourage students to express preferences, indicating the reason for each selection. Illustrate balance, rhythm, proportion, harmony, and emphasis by using selected pictures. Discuss the effect on the rooms. Have each student locate and define the above terminology in relationship to home furnishings. Use textbooks.
	Students will assume the responsibility of caring for the home as reported for an individual experience. Students will select the appropriate supplies used in caring for different surfaces in the home following	Care of home furnishings is an important part of homemaking.	Refer to Chapter 21 in *Teen Horizons*. Identify household tasks that must be accomplished in every home. Display cleaning supplies available on the market. Discuss the various types and their use; determine those which are most suitable to use in the care of different surfaces in the home. Following a presentation, allow student groups to clean surfaces in the laboratory. Ask students to select supplies most suitable for different surfaces.

Concept	Behavioral Objective	Generalization	Learning Experiences
	a lecture-demonstration on home care products. Students will select the appropriate equipment for effective home management.		Present a lecture-demonstration on equipment used in the home for maintenance and care such as a vacuum cleaner, a floor polisher, a carpet shampooer, and others. Ask a resource person to explain the different types of equipment and their use. Demonstrate time and motion used in cleaning. Include making a bed.


PHASE IIIB

Phase IIIB Child Development

Concept	Behavioral Objective	Generalization	Learning Experiences
Young Children	Given hypothetical situations, students will determine solutions to the problems children face.	Caring for young children can be rewarding.	Refer to Chapter 6 in *Teen Horizons*. Review the role of the baby sitter, including making arrangements for the job, accepting privileges, practicing safety and security, assuming responsibilities, etc.
		All children are different and need special care.	Discuss diapering, bottle feeding, holding a baby, and burping a baby. Ask a mother to bring her baby to class and demonstrate proper handling to the class. Discuss nap time, bedtime, and play time. Relate to typical differences in age levels of preschool children. Assign students a class report on their observations of a preschool child or baby.
		Safety of children is a must.	Review with the students the techniques for teaching children safety. Determine methods for consoling children who have received injuries. Determine solutions to problems when a child has been seriously injured.
Behavior	Given case studies, students will identify behavior problems and list possible solutions.	Young children can learn to control behavior.	Discuss the behavior problems common to preschool children; determine the possible solutions to each. Emphasize means by which these problems may be avoided when adults and children are considerate of young children.

Concept	Behavioral Objective	Generalization	Learning Experiences
	Students will identify toys which contribute to learning and well-being of young children.	Toys are learning tools.	Ask students to research types of toys to determine those which help a child learn to solve problems, to develop creative ability, to gain security, and to develop motor skills. As a laboratory experience, assign students the task of making a toy from which children would learn to think and develop motor skills.
Food for Children	Given a list of foods, students will select twelve suitable for the diet of a preschool child. Students will name five approaches to use in teaching good food habits to children.	The eating habits of children help in determining their well-being.	Ask students to conduct research on the means of teaching a child wholesome eating habits; let them discuss their findings. Determine the Recommended Daily Dietary Allowances of preschool children. Plan menus which are suitable for children and which could be used for the family. Ask the students to conduct research on techniques used in teaching children to develop good eating habits; let them discuss their findings.

Phase IIIB Family Relations

Concept	Behavioral Objective	Generalization	Learning Experiences
American families	Students will be able to name the major responsibilities of a family.	The family is a recognized social unit in all societies.	Discuss the major responsibilities of the family toward its members, such as: establishing standards of behavior; developing attitudes and beliefs; and establishing values, goals, and religious concepts. Discuss the major functions of the family, such as: bearing children, rearing children, directing their behavior, and undertaking the support of all members.
		Individuals learn to make decisions when they are given responsibilities in the home.	Discuss factors which provide opportunity for decision making in the family. Discuss issues which frequently cause disagreements between teenagers and their parents. Dramatize a "generation gap" situation between parents and a teenager. Cite examples of a democratic family at work. Invite a panel of parents to discuss what they consider to be the most common difficulties in developing a happy, successful family life. Conduct an interaction session to determine possible ways to solve these problems.

Concept	Behavioral Objective	Generalization	Learning Experiences
Friends	Given case studies prepared by the teacher, the students will solve problems of prejudice. Students will demonstrate the ability to form lasting friendships as observed by the teacher.	Friends are important. Dating is a social relationship that develops naturally when boys and girls have enjoyed sharing work and leisure.	Refer to Chapter 4 in *Teen Horizons*. Review case studies in the chapter; determine some means for overcoming prejudices. Discuss qualities of an individual which makes him acceptable to others, both adults and youths. Discuss advantages of dating; emphasizing the value of learning to judge people. Determine various social skills which are to be developed from dating. Dramatize various situations on acceptable social skills.

Phase IIIB Grooming and Clothing

Concept	Behavioral Objective	Generalization	Learning Experiences
Storage	Following class discussion on the role of adequate storage, students will make a simple storage device for grooming aids.	Organized storage areas are an asset to good grooming.	Display pictures or transparencies of well-arranged closets and dresser drawers. Ask pupils to suggest ways in which they can cooperate with their mothers in improving the student's skill in storing and caring for clothing at home. Demonstrate various ideas for decorating containers to aid in organization. Discuss how well-arranged closets and drawers can be an asset for grooming; relate the principles of management to well-organized storage of grooming aids. Trace the steps required with present arrangement and have the class make changes to improve the organization of grooming aids and clothing storage. Stress these as valuable in getting ready for school and in getting ready for daily work.
	Students will select clothing appropriate to personal needs based on principles of management. Students will identify quality in ready-to-wear garments.	Wise selection of clothing contributes to personal satisfaction and provides money for other activities.	Refer to Chapter 14 in *Introductory Homemaking* by Cross to determine a suitable clothing wardrobe for a teenager. Ask class groups to compile a cost analysis of the different parts of the wardrobe. Display a complete wardrobe from a local store and have the students determine how different items can be effectively coordinated. Classify apparel into seasonal clothing and clothing worn all year. Accessorize the garments to show how they can be used for different occasions. Arrange for students to visit

Concept	Behavioral Objective	Generalization	Learning Experiences
			a local department store in which the fashion coordinator will give such a presentation. (This is an excellent opportunity to let students observe career opportunities related to home-making.) Present the filmstrip "Your Wardrobe and You" from Money Management Institute. Refer to *Lessons in Living*, Unit 3, Topic 1, lesson 4. Have each student inventory her personal wardrobe, and from this inventory, have each student list future purchases needed or desired. Give a lecture-demonstration on basic standards by which to evaluate garments, such as a 5/8" seam allowance, adequate hem with invisible stitches on the right side of the garment, machine stitching which is even and straight, ends of stitching fastened securely, easily operated and neatly inserted zippers, securely sewn fasteners and buttons, topstitching which is even and not drawn, tapered and pressed darts, and others.
		Quality construction contributes to economy in clothing.	Refer to *You are a Consumer of Clothing*. Have the class examine the construction of garments in a display of clothing to determine which are the best quality and to decide which are factory made and which are handmade. Assign pairs of students

Concept	Behavioral Objective	Generalization	Learning Experiences
			the task of bringing a factory-made garment to class and analyzing the construction. Discuss standards for blouses, dresses, coats, undergarments, and shoes. Present the filmstrip "How to Buy a Sweater." Discuss the role of a buyer in a store which sells ready-to-wear and the role of a buyer in a fabric store as a part of career education.
Consumer	Students will identify traits of a considerate shopper.	Consideration of others can contribute to successful shopping.	Present the filmstrip "You, the Shopper" from the Money Management Institute. Refer to *Lessons in Living*, Unit 2, Topic 2, Lessons 1-3. Lead a discussion on the attitudes of a shopper, emphasizing the characteristics which make one a pleasure to serve as a shopper.
	Students will recognize deceptive advertising and name the factors of shopping which appear to give the consumer the most goods and services for the amount of money spent.	Basic consumer information is important in shopping.	Assign *Lessons in Living*, Unit 2, Topic 3, Lessons 1-2. Assign each student the responsibility of checking the newspaper for clothing sales advertisements and of presenting their findings to the class. Instruct the students to select two sales which appear to have the best buys and to give reasons for their selection to the class. Allow students to form small groups to develop and present a skit on problems drawn from a grab bag related to (1) where to shop, (2) when to shop, and (3) how to shop.

Concept	Behavioral Objective	Generalization	Learning Experiences
			Discuss the points presented in each skit and as a class draw some conclusions about smart shopping.
Fibers	Students will name and identify the basic natural and synthetic fibers and textiles. Students will identify fabrics as to the most desirable use in apparel. Students will name the four consumer protection factors in the textile law.	Basic knowledge of textiles aids in clothing management.	Refer to *Consumer Reports*, school library, Chapter 11 in *Teen Horizons*, newspapers, *What's New in Home Economics*, illustrative material: "Textile Exhibit," and "Bingo Textile Game" from Gillum Book Company. Discuss the meaning of fabrics, fibers, and textiles. Ask the class to compile the latest information on fabrics from recent publication , collect and display samples of different fabrics, and discuss the characteristics, uses, and care of each. Assign students a research project on fabrics: assemble man-made and natural fibers and identify each, giving uses and care. (Note: Be sure to demonstrate the correct use of reference materials and the relationship of research to everyday living.)
		An understanding of line and texture can help an individual select appropriate clothing.	Refer to the filmstrip "Figure Flattery Through Optical Illusion" from Singer. Also refer to Chapter 14 in *Introductory Homemaking*. Use visual aids to illustrate the optical illusion created by various use of line. Lead a discussion to help students see the relation to a concept of beauty. Provide large pieces of fabric to drape on students to show the effect

Concept	Behavioral Objective	Generalization	Learning Experiences
		Wise selection of accessories creates a "total look."	of texture of the figure. Demonstrate how value and intensity change the appearance of the figure. Discuss the relation of texture's effect on another figure. Invite a guest to demonstrate wardrobe coordination through the use of simple accessories suitable for teenagers.
		A wise consumer is one who can utilize good techniques in selection.	Have the students add information to the list of clothing needed to complete their wardrobe needs so that the list would provide necessary information for an efficient shopping list. Arrange for the students to go on a hypothetical shopping trip to make personal clothing selections based on subject matter presented in class. Have the students report reasons for hypothetical choices to the class. Demonstrate to the class the effective use of clothing which might otherwise be considered unsatisfactory.
	Students will identify standardized patterns for each figure type. Students will select a basic pattern suitable to most figure types for a basic pattern to be used as a class project.	Understanding standardization of commercial patterns to the figure type and body measurements enables one to select the appropriate size.	Show a filmstrip on figuring pattern size. Refer to "Figure Your Size" by McCall's. Discuss and illustrate the different figure types. Illustrate with transparencies. Have students try on basic shells to determine necessary alterations which need to be made on the patterns before cutting. Emphasize the need for cutting to fit. Show transparencies "Silhouette Shape-Ups" by Simplicity

Concept	Behavioral Objective	Generalization	Learning Experiences
			for various figure problems, using overlays to show color, line, and designs suitable for that figure. Based on class discussion, show various simple jumper (poncho or simple raglan sleeve shirt for boys) patterns and allow the students to decide which pattern number the class will use for the clothing construction project.
Construction techniques	Students will demonstrate knowledge of the efficient use of equipment during garment construction as observed by the teacher. Students will identify symbols of construction points on a teacher-prepared evaluation instrument.	Proper selection and use of equipment contribute to a well-made garment.	Refer to Chapter 14 in *Introductory Homemaking* and Chapter 12 in *Teen Horizons*. Have the students select a game such as "Sewing Crossword" or "Sewing Bingo." Using a grab bag, have the students name and tell the use of each piece of equipment, using equipment which students will use for the clothing unit. Give tests such as "Do You Know Your Pattern Symbols?" and "Do You Know Your Pattern?" to evaluate the amount of information students have retained from last year. For those who need additional help, review the filmstrip "Begin with the Pattern" by McCall's and assign individual study packets to review principles already presented. Review the research project on fabric to help the students discover the type of fabric that will be suitable for the class project.

Concept	Behavioral Objective	Generalization	Learning Experiences
	Students will accurately prepare their patterns and fabric for cutting garment. Students will accurately mark points of construction.	Trimming and pressing the pattern and pressing the fabric before cutting help to assure accuracy in fit of a garment.	Refer to *Steps in Clothing Skill* by Dunn and others, *Step by Step Guide to Sewing*, and *Bishop Method of Clothing Construction*. Review sorting pattern pieces, trimming patterns, and preparation of fabric for cutting. Have students trim and press patterns as an outside assignment. Assist students in making necessary pattern alterations.
		A finished garment that is grain-perfect keeps its shape, hangs straight, and wears well.	Review techniques of laying out the pattern, pinning, and cutting the fabric. Have students prepare fabric, lay out patterns, pin, and cut out garment.
		Adequate marking of construction points aids in making a garment.	Demonstrate simple marking using tracing wheel, dressmaker carbon, and ruler; explain briefly the points of construction. (Students are not to mark seam lines on garment, only darts, tucks, and points of construction.)
		Using equipment properly and following directions carefully produce a high-quality garment within a minimum time.	Review with the students threading and operating the sewing machine; let students practice briefly in pairs on fabric samples. Review major parts of the sewing machine; emphasize use and care; review the use of the scored throat plate and the fabric control. Stress placing pins on the straight grain of fabric on the outside of the seam line. Students are absolutely not to sew over pins. Demonstrate stay-stitching, unit construction,

Concept	Behavioral Objective	Generalization	Learning Experiences
			stitching and pressing darts, and the use of the pressing ham and roll.
		Pressing the garment correctly during construction adds to the quality of the finished garment.	Review seam construction, under pressing and top pressing, use of a pressing cloth, a pressing ham, and a pressing roll.
Garment Construction	Students will complete a well-made garment with a zipper, fitted neck-facing, and sleeve facing or sleeve.	The unit construction method is time saving when used for the entire garment.	Continue a class discussion with lecture-demonstrations throughout the period of garment construction to illustrate zipper application, facing application, hemming, and finishing the garment.
		A finished garment can give personal satisfaction.	Invite parents to visit the class for a style show to be conducted during the regular class period. Conduct a review for the students in the art of planning, organizing, and presenting a style show. Be sure to review basic modeling techniques and personal grooming principles. Help the students in the selection of accessories.

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